R E P O R T R E S U M E S

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A SCHOOL TRANSFER RECORD SYSTEM FOR FARM MIGRANT CHILDREN.

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THE LACK OF SCHOOL TRANSFER RECORDS FOR THE CHILDREN OF MIGRANT FARMWORKERS IS A MAJOR PROBLEM IN PROVIDING CONTINUITY IN THE EDUCATIONAL PROGRAM OF THESE YOUNGSTERS. IN AN ATTEMPT TO COORDINATE THE TRANSFER OF MIGRANT FARM CHILDREN, THIS BULLETIN OF PRACTICAL SUGGESTIONS AND SAMPLE FORMS HAS BEEN PREPARED. THE SUGGESTED FORMS FOR USE WITH MIGRANT CHILDREN INCLUDE--(1) A PUPIL'S PORTABLE RECORD WHICH IS DESIGNED FOR THE PUPIL TO CARRY FROM SCHOOL TO SCHOOL, (2) A PARENTAL NOTICE FORM WHICH ENCOURAGES THE PARENTS TO TAKE AN ACTIVE INTEREST IN SCHOOL, (3) TWO REQUEST FORMS FOR SCHOOL AND HEALTH RECORDS, (4) AN ADVANCE NOTIFICATION FORM TO ALERT THE RECEIVING SCHOOL THAT CERTAIN YOUNGSTERS WILL BE ENROLLING IN A SHORT TIME, (5) A PUPIL ENROLLMENT RECORD, AND (6) A SUMMER SCHOOL RECORD. INSTRUCTIONS FOR COMPLETING THESE FORMS ARE INCLUDED IN THE FINAL SECTION OF THE BULLETIN. (ES)

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RC 001 246

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF EDUCATION

HEALTH – Date entry and comment

EXAMS	Physical
	Dental
	Vision
	Hearing
T. B. Skin Test	
Chest X-ray	
SHOTS	Diphtheria
	Pertussis
	Tetanus
Polio Vaccine	
Smallpox Vaccine	
Handicaps, comments, other:	

SPECIAL INTERESTS AND ABILITIES OF PUPIL

Date	

PUPIL'S PORTABLE RECORD

(Carry this record to each school you attend)

Last Name of Pupil

First and Middle Name

Date of Birth

Year Month Day

Proof of Age

Place of Birth

Name of Parent or Guardian--cross out one

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A School TRANSFER RECORD SYSTEM for FARM MIGRANT CHILDREN

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FOREWORD

THE ORGANIZATION FOR EDUCATION in our public school system has been chiefly designed to provide for the needs of children in a stable environment. Providing adequate educational programs for a nomadic group of disadvantaged children who typically enroll in several different schools each year calls for special arrangements geared to meet their special needs. The need for a uniform inter-school system for the transmittal of necessary information about migratory children has prompted the development of this publication and the enclosed sample forms.

The first draft of this bulletin and the various record forms were prepared by George E. Haney of the U.S. Office of Education. For purposes of evaluating the first draft of the transfer record system and also to explore the feasibility of establishing such a system through interstate agreements, the Office of Education in May 1964 held a conference of representatives of the State departments of education from States in the east coast migrant stream. The first draft was revised in accord with their recommendations, and the revised draft was then sent to all State departments of education for review and appraisal.

The Office of Education expresses appreciation to the officials in the State departments of education for their valuable assistance and cooperation.

C. O. Fitzwater, Chief
Local School System Section

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A SCHOOL TRANSFER RECORD SYSTEM

Need and Benefits

NUMEROUS STUDIES HAVE INDICATED that the lack of school transfer records for the children of migrant farmworkers is a major problem in providing an improved and continuous program of education for these children. Few migrant children bring transfer records with them, and the records which are presented do not contain sufficient information for immediate grade placement or for assisting the school in providing programs to meet the individual needs of the pupils.

The results of a survey made by the Office of Education in 1963 indicated a need for interstate coordination on the information to be included on transfer records, and for uniform procedures for exchange of these records between school districts and States.[1]

A recently completed Cooperative Research Project by Simon Marcson and Frank Fasick stated that:

> In the matter of record keeping, agencies of the Federal government can play an important and useful role . . . One of the problems very frequently mentioned by teachers in the summer school program in New Jersey was the lack of adequate records on the children. Most of them felt that they spent much more time attempting to evaluate the current academic status of their children than would have been necessary had up-to-date records been available.[2]

Because of the complex problems created by a migratory way of life, it is important that adequate records concerning the health and school experiences of the migrant child be available to the classroom teacher, the school administrator, and the child himself.

Adequate school transfer records assist children in making the easiest possible adjustments to a new school environment. They help teachers to understand disadvantaged pupils and to create a friendly atmosphere. They are equally important to the teacher or

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[1] George E. Haney. Selected State Programs in Migrant Education. U.S. Department of Health, Education, and Welfare, Office of Education. Washington: U.S. Government Printing Office, 1963.

[2] Simon Marcson and Frank Fasick. Elementary Summer Schooling of Migrant Children. U.S. Department of Health, Education, and Welfare, Office of Education, Cooperative Research Project No. 1479. New Brunswick, N.J.: Rutgers, The State University, 1964. p. 286-287.

counselor as a guideline in determining the child's proper grade level so that he may profit most from his school experiences with the least amount of delay and confusion. With such records, school personnel can develop an orientation program to integrate disadvantaged farm-migrant children into the cultural life and activities of the school. Adequate and uniform transfer records also have the advantage of:

1. Conserving the time spent by administrators and teachers to enroll pupils.
2. Providing reliable data for permanent school records.
3. Improving the accuracy of information needed for policy determination and research.
4. Helping to avoid duplication and repetition of subject matter.
5. Providing information concerning physical and mental handicaps of children so that teachers may properly adjust educational programs to fit the needs of such children.
6. Helping schools plan for the movement of pupils and for the size of enrollment.
7. Helping to minimize disruptions of resident children.
8. Providing a greater opportunity for each child to receive a continuous and coordinated program of education.
9. Providing an incentive for a better exchange of information and communication among schools.

Pupil's Portable Record

The Pupil's Portable Record (Form A) has been especially designed to be carried by the pupil from school to school. It is durable, simple, and easy to complete. It may be folded and placed into a small, pocket-sized plastic cover for preservation. This portable record becomes the property of the pupil. The pupil, parent, guardian, or crew leader may be the custodian of this record so that the pupil can present it at each school where he enrolls. With the recent passage of a crew leader bill, the leader may assume more responsibility for the families in his crew. The effective use of the Pupil's Portable Record is the key to this proposed transfer record system.

Form A - Side 1

HEALTH - Date Entry and Comment		Date	SPECIAL INTERESTS AND ABILITIES OF PUPIL	PUPIL'S PORTABLE RECORD (Carry This Record To Each School You Attend)
EXAMS	Physical			Last Name of Pupil
	Dental			First and Middle Name
	Vision			Date of Birth Year Month Day
	Hearing			Proof of Age
T. B. Skin Test				Place of Birth
Chest X-ray				Name of Parent or Guardian Cross Out One
SHOTS	Diphtheria			
	Pertussis			
	Tetanus			
Polio Vaccine				
Smallpox Vaccine				
HANDICAPS, COMMENTS, OTHER:				

PUPIL'S PORTABLE RECORD - TO BE UPDATED AT EACH SCHOOL YOU ATTEND

Present Address of Pupil	Name and Address of each School Attended	Date Entered	Days Present	Days Absent	Date Left	Grade Placement	Reading level	Signature of Teacher or Principal

FOR ADDITIONAL INFORMATION, REQUEST CHILD'S RECORDS FROM LAST SCHOOL ATTENDED

Form A - Side 2

Because farm migrant pupils often are compelled to leave a community without giving advance notice to school personnel, they are sometimes unable to obtain a transfer record of health or academic achievement from the last school attended. Soon after the child enrolls, therefore, the school should enter on the Pupil's Portable Record available data about the enrollment. These data should include such items as:

1. Name of the school
2. Address of the school
3. Present address of the pupil
4. Date entered
5. Grade placement of pupil, if determined
6. Other available information

The record should then be returned to the pupil with instructions to keep it but to bring it back to the school for final completion before he moves to a new residence.

If the pupil does not present a portable record when he enters a new school, he should be issued one as soon as possible. In each case, the school should transcribe the data from this record to the school's permanent cumulative record before returning it to the pupil.

The above procedure would make it possible for each child to have at least a partially completed record if he is compelled to leave the community without notice. This Pupil's Portable Record should be considered as sufficient evidence for admittance to school but not as official evidence concerning grade placement or marks. These can be made official when other records are received from the sending school.

Children who present their portable records when entering a new school should be especially commended for having their records. A sense of pride in ownership and responsibility for keeping and preserving the record should be developed in each pupil. This record is his proof of worth and respectability, similar to a Boy Scout achievement badge. It is his admission ticket to the next school "up the road."

Notice to Parents

Parents as well as pupils and teachers must be convinced that school records for migratory children are important. Studies have indicated that more migrant children are presenting transfer records in most States where the importance of such records has been emphasized by the school personnel.

It is suggested that soon after the child enrolls, a form letter (see Form B) or post card be sent to the parents, inviting them to visit the school and reminding them to call at the school for transfer records for their children before moving to a new community. The wording on the letter or card may be printed in Spanish for Spanish-speaking parents.

Name of School
Address of School

Date _____

To the Parents of _____

We are happy to welcome your child to our school and invite you to visit us at your earliest convenience. We hope to provide your child with every opportunity to receive a good education.

We are asking your cooperation with the school by encouraging your child to attend school regularly and by keeping _____ School Transfer Record in a safe place
His or Her
so that it can be returned to the school and updated before you move to a new location.

The parents' group meets at _____ o'clock on _____ of each
Time Day
month. We hope that you will come and get acquainted. Someone from our school will be pleased to visit your family if you prefer.

Sincerely yours,

_____
Teacher

Form B

Request for School and Health Records

Because migrant children often lose their Pupil's Portable Record and forget the name and address of the last school attended, some States and school systems have adopted the practice of giving each transfer pupil, as he leaves, a post card with the name and address of the sending school on one side and a request for records on the other. (See Form C.)

Request for School and Health Records

Name of Pupil _____

_____

enrolled in the _____
Name of School

_____
Address

Date _____

Please send school and health records.

_____
Signature of Principal or Teacher

_____
Date

Form C

This procedure provides the address of the last school attended, saves time, and expedites the request for records. It provides a two-pronged approach which, hopefully, may serve as a reminder to both the child and the school personnel about the importance of school transfer records.

A similar post card (see Form D) has been used by the receiving school for requesting school and health records when students do not bring the post card shown as Form C. The name of the pupil and the name and address of the receiving school should be placed on the card and mailed to the sending school as soon as possible.

Name of School
Address of School

(Name of Pupil) _____

enrolled in our school on _____
Date

Please rush school and health records at earliest convenience to the above address.

Comments _____

_____

_____
Signature of Principal or Teacher

Form D

Advance Planning for Migrant School Children

In a space and time study of migrant farm children in Wisconsin, Thomas W. Walton and Herbert H. Lindsey concluded that:

> Lack of knowledge of the number, location, arrival time, and duration of stay of agricultural migrant children . . . no longer need obstruct officials and educators who wish to move ahead with educational programs for migrant children.
>
> This study has demonstrated the feasibility of anticipating the number, location, arrival time and duration of stay of interstate seasonal agricultural migrant children in a given state . . . Such questions may be answered through an analysis of data acquired by a state employment service in connection with its participation in the Federal Annual Worker Plan.[3]

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[3] Thomas W. Walton and Herbert H. Lindsey. Educational Programs for Children of Migratory Agricultural Workers in Wisconsin. U.S. Department of Health, Education, and Welfare, Office of Education, Cooperative Research Project No. 1202. Madison: University of Wisconsin, 1963. p. 94.

The foregoing statements indicate a provocative challenge to Federal, State, and local agencies concerned with the educational problems of migrant farmworkers and their families. Walton and Lindsey also point out that "an official administrative apparatus already exists which may aid in answering questions about the size, distribution, and selected characteristics of the agricultural migrant population, and specifically of persons under 16 years of age."[4] They indicate that 95 percent of the migrants who come to the State of Wisconsin are recorded by the State employment service. This study clearly reveals that, with increased coordination of government agencies at all levels, the complex problem of providing adequate educational programs for large groups of migratory children may be greatly ameliorated.

With the implementation of the new Economic Opportunity Act of 1964 which provides assistance to States and communities for special programs for migrant agricultural workers and their families, there will be an increased demand for coordination of government services to raise the socioeconomic and educational levels of these disadvantaged migrant farm families.

Migration Information Source.--An excellent source of information about the movement of migrant families is the Farm Labor Service, Bureau of Employment Security, U.S. Department of Labor. Local and State employment offices are affiliated with the Farm Labor Service in all the important crop areas of the United States. These seasonal employment offices are usually opened in or near areas of specialized crops during the period of peak farming activities. They have information on the demand and supply of farmworkers, where they are needed, when they are needed (including approximate dates for the movement of migrant agricultural workers), the number of adult workers 16 years of age and over, the number of children under 16 years of age (male or female), the crew leader, and the approximate work schedule of all farmworkers registered with the employment service.

Officials in the Bureau of Employment Security have indicated that major efforts are being made to register larger numbers of migrant agricultural employees and their children with the Annual Worker Plan of the Farm Labor Service.

It is recommended that local and State school officials make use of the services provided by the Farm Labor Service of the Bureau of Employment Security. The data provided on Form ES-369 of the Annual Worker Plan should be helpful to school officials in estimating the number of children under 16 years of age, the approximate arrival time, and the duration of stay of migrant farmworkers and their children in each community and State.

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[4] Ibid., p. 94-95

As Form ES-369 lists only the number of children under 16 years of age, it was pointed out to officials in the Bureau of Employment Security that this form could be of greater assistance to local school districts if a slight addition could be made in item 2 concerning the number of children under 6 years of age, or if an additional box could be added indicating the school-age distribution of children in migrant crews. If children under 6 were recorded, school officials could readily estimate the number of school-age children between 6 and 16 who are expected in their communities.

Advance Notification Card.--If the children's new place of residence or the name of their school is known, the sending school could mail a post card noting the approximate date of arrival, the number of pupils, and the grade distribution of those who may be expected to attend. Either the home-base school or a school along the migratory route would benefit from this information. Advance notification would provide an opportunity for the receiving school to make plans for enrolling and welcoming the pupils and to speed the process of transmitting information about the pupils from school to school.

The following card (Form E) is a sample of the type that may be sent to the superintendent or the principal of the receiving school. If only a few pupils are involved, their names and grade placement may be shown on the card. If there is a large group of pupils, a separate list could be sent to the superintendent or principal. The list should include their names, birth dates, and the grades in which they are enrolled.

Name of School
Address of School

This is to notify your school district that (John Jones, Mary Smith, and Tom Brown) or (30 migrant pupils) have been enrolled in our school since ____ in grades as follows 1__, 2__, 3__, 4__, 5__, 6__, 7__, 8__.
Date

We have been informed by _____
Name of Person, Title, or Agency

that_____ are scheduled to arrive in your community on approximately_____. School records for those who enroll in your school will be sent upon request.
Number
Date

_____
Signature of Principal or Teacher

Form E

Cumulative Records

No recommendations are made here concerning standardized forms specifically designed for migrant pupils. However, a cumulative school record for each migratory child should be kept permanently at each school where the child enrolls. Copies of this cumulative record and other significant information concerning each pupil should be sent to other schools only upon request. Most school systems keep cumulative records for their resident children. These records may be adapted for use for migratory pupils.

Movement from school to school brings migrant pupils into contact with many more teachers than do resident pupils; therefore, their cumulative records will need more space for recording additional information. Additional entries for migrant pupils may be made on separate sheets of paper and filed in the cumulative folders.

Because migrant children have different economic, social, and cultural backgrounds than most resident children, the local school officials may wish to record additional information which could be included in the standard cumulative records, such as:

1. Name and address of crew leader
2. Name and address of each home-base school attended
3. Name and address of each school attended in migration
4. Name and address of each summer school attended
5. Schooltime lost in migrations (number of school days between date of withdrawal at previous school and date of entrance at present school)
6. Records for summer school achievements
7. Reasons for nonattendance during the regular school term
8. Names of textbooks and publishers used at the home base and other schools for instruction in the basic skills
9. Names of towns, counties, or States where pupil expects to attend school next. (It may be helpful to know the usual route followed.)
10. Father's birthplace and ancestry
11. Mother's birthplace and ancestry
12. Number of children in family
13. Special welfare services received
14. Special school programs provided

If a copy of the cumulative record of the pupil's academic achievement, behavior, health, and social development is not transferred to each school he attends, the value of the record is lost. The sooner the record is sent to the receiving school, the greater the service to the pupil and the school. Cumulative records are also valuable if retained by each school for use in the event that the pupil returns the following year, or for the purpose of supplying complete information upon request by other schools.

Guidelines for Improving Interschool Communication

The following are some guidelines for improving communication between schools in transmitting information about migrant pupils:

1. Schools should impress upon the pupils the importance of preserving their Pupil's Portable Records.

2. Schools should notify parents that their children must present their Pupil's Portable Records in order to receive a continuous program of education adapted to their individual needs.

3. Schools should seek the cooperation of crew leaders in assisting pupils to obtain completed school transfer records before leaving the community.

4. State departments of education should encourage school administrators, supervisors, guidance counselors, and teachers to emphasize the importance of recording significant data about pupils.

5. State departments of education should encourage the use of standardized transfer records for migrant pupils within their migratory streams.

6. In communities where migrant pupils remain for only short periods of time--for example, 3 weeks or less--arrangements may be made to exchange records by phone or private messenger.

7. When migrant pupils arrive and depart, schools should obtain clerical help to record pupil information.

8. Schools should contact the growers, the Farm Labor Service of the State Employment Service, or the crew leaders as to the times of arrival and departure of migrant workers and their families.

Suggested Procedures for Enrollment

The unannounced influx of large numbers of migrant pupils into a school district during the school year creates many administrative problems which must be solved in a short period of time with limited clerical assistance. Because the students may remain in the school district for a period of only 2 or 3 weeks, the procedures for enrolling the pupils must be organized and conducted with minimum sacrifice of migrant pupil instruction time and with minimum disturbance to the established program for resident pupils.

Depending on the number of children involved, the new pupils may be divided according to age or into organizational groups such as primary, intermediate, and upper grades.

Placing new migrant pupils in ungraded classrooms for the purposes of group enrollment is a practice which has been used with considerable success. Such a procedure makes it possible for one staff member to enroll a group of new pupils in a classroom and complete the Pupil's Portable Record (Form A) with considerable accuracy.

A Pupil Enrollment Record (see Form F) may be distributed to each pupil, and the teacher or counselor can assist him in completing it item by item. Each enrollment form should be checked for accuracy when completed. The necessary information should then be transcribed to the Pupil's Portable Record which is returned to the pupil as soon as possible. When completed, the enrollment form is inserted into the cumulative record.

In some school districts, migrant children who enroll at midterm are kept in ungraded classrooms until a proper appraisal of the pupils can be made by the teacher. Pupils who have adequate Pupil's Portable Records and those who were previously enrolled in the school may be placed in regular classrooms as soon as they have completed the enrollment forms. Some schools keep pupils who are new to the school in ungraded classrooms for a short period of orientation before assigning them to regular classrooms.

The above procedures are effective only for those children who have had previous school experience. Children who are entering school for the first time require individual help in completing the enrollment form. Primary teachers may be assisted by older brothers or sisters or upper-grade pupils. Spanish-speaking teachers or students, if available, are most helpful in schools where Spanish-speaking children are enrolling.

Copies of the enrollment forms may be reproduced so that one copy can be kept in the office of the school and another copy sent with the cumulative record at a later time to the next school.

Name of School
Address of School

Pupil Enrollment Record

Date _____

Name of Pupil _____ Sex _____
Last First Middle

Present Address _____
Street-Camp-Farm Town State

Home-base Address _____
Town County State

List names, addresses, and approximate dates of schools attended:

	School	Address	Start Day Month Year	Quit Day Month Year	Last Grade Attended
1					
2					
3					
4					

Birth Date _____ Birthplace _____
Town County State

Father's Name _____

Mother's Maiden Name _____

Guardian's Name _____

Name and Address of Crew Leader _____

Physical Handicaps _____

Immunizations and Dates _____

Special Interests and Abilities _____

Language Spoken at Home _____ Telephone Number _____

Name of Person(s) to Notify in Case of Emergency _____

Comments _____

_____

_____
Name of Principal or Teacher

Form F

Steps for Processing Records

The following is a chronological summary of the suggested steps that may be taken by a school in the proposed transfer record system from the time the migratory pupil enrolls until his departure.

1. Enroll pupils promptly, using a form such as Form F.

2. Place pupils who present their Pupil's Portable Record (Form A) in appropriate classes.

3. Issue Pupil's Portable Record (Form A) to beginning pupils and others who have no records.

4. Complete the request for school and health records (Form D) and mail immediately to the sending school.

5. Record information in cumulative records.

6. Return partially completed Pupil's Portable Record (Form A) promptly to migrant children with instruction to return cards for final completion before leaving the community.

7. Send a notice to the parents (Form B) welcoming them to the school and notifying them of the importance of obtaining completed school records for their children before moving to a new location.

8. Instruct pupils on the importance of preserving their cards for presentation at each school attended.

9. Update Pupil's Portable Record (Form A) before pupils leave school.

10. Issue return post cards (Form C) to departing pupils for presentation at their next receiving school.

AUXILIARY RECORDS

Personal Health Record

PRIVATE AND PUBLIC HEALTH AGENCIES--local, State, and Federal--as well as educational systems are vitally concerned with the problems of health records of migratory farmworkers and their families. Considerable progress has been made by health agencies in the development of both transfer and cumulative health records for migrants. However, the lack of health and scholastic records by the interstate migrants has created serious problems for professional personnel who are trying to serve them.

Because some States require certain immunizations for attendance at school, public health personnel have been faced with the problem of knowing what health services the children have had at their home-base school or at other stops along the migratory route. Without a health record, it is almost impossible to know what health services have been received. Health personnel also have indicated that standardized health forms would be desirable in the States through which the migrants travel.

School personnel recognize that health records are an important part of a pupil's cumulative school record. Health information is necessary in appraising both the health and educational needs of the migrant child and in adjusting school programs to meet these needs. Such information is especially significant in providing for children with special health problems. In addition to the health information provided in the Pupil's Portable Record which the child carries from school to school, a health insert may be added to the cumulative school record, which can be forwarded to the next school upon request. A copy of the official Personal Health Record, No. 68-R732, may be obtained by writing to the Migrant Health Section of the Public Health Service, Washington, D.C. 20201.

Summer School Record

During the summer of 1962, seven States supported summer school programs to provide migrant children an opportunity to make up time lost from school. These States have reported increases in enrollment each year; but with limited school budgets, some States and local communities have been unable either to continue these programs or to provide facilities for all the migrant pupils who wish to attend.

Part B of Title III of the Economic Opportunity Act of 1964 authorizes special programs of assistance to migrant farmworkers and their families. These programs may include projects for the improvements of educational opportunities for migrant children, such as special remedial summer school programs. It is anticipated that, as a result of this assistance, there will be an appreciable increase in the number of educational programs for disadvantaged and educationally deprived children through the Nation.

Although some States or school districts do not operate summer schools for migrant children, samples of records for summer programs are included for the use of those communities and States which may be interested.

Home-base schools seldom receive the records of school achievements made by migrant children during the summer school term. Most schools report that post cards are sent to the receiving schools certifying attendance and grade placement with a statement that further information will be sent upon request. (See Form G.)

Name of School
Address of School

This is to certify that _____
Pupil's Name

attended our summer school from _____
Date

to _____ . Total days in attendance _____
Date

Birth date _____ Grade placement _____
Month, Day, Year Grades 1-8

Subjects taught _____

_____

Further information will be sent upon request.

_____
Signature of Principal or Teacher

Form G

Because migrant children who attend summer schools are proud of their work, they would be discouraged if their achievements were not recognized. If the home-base school does not give credit for summer school work, the pupils may be discouraged from attending the following summer. A pupil's cumulative record is not complete if his summer school record is not included; therefore, summer school personnel should keep records of the pupil's experiences and forward copies to the home-base school. The home-base school, in turn, should send the Request for School and Health Records (Form C) without delay. Such records can be of assistance to the home-base school by providing information about the health and educational achievements made at summer school by former pupils, as well as younger pupils who entered school for the first time during the summer. Form H is a sample of a summer school record which may be inserted into the cumulative record.

Form H - Side 1

SUMMER SCHOOL RECORD FOR MIGRANT CHILDREN

1. Name of School _____ Address _____
2. School District _____ Date Enrolled _____
3. Name of Pupil _____ Birth Date _____
4. Birthplace _____ Sex _____
5. Present Address _____ Permanent Address _____
   Town or County — Town or County
6. Father's Name _____ Mother's Name _____
   Last First Middle — Last First Middle
   Guardian's Name _____
   First Last First Middle
   Maiden
7. Name and Address of Crew Leader _____
8. Name of Home-Base School _____ Address _____
9. Names and Addresses of Other Schools Attended This Year _____
10. Date School Opened _____ Closed _____ No. of Days Attended _____ Days Absent _____
11. Pupil's Grade Placement _____ Pupil's Reading Level _____
12. Health (Describe) _____ Physical Defects _____
13. Marks in Subject (A,B,C,D,F, Inc.)

Reading	_____
Arithmetic	_____
Language	_____
Social Studies	_____
Science	_____
Health	_____
Music	_____
Art	_____
Physical Education	_____

Explanation of Marks
A-Superior
B-Above Average
C-Average
D-Below Average
F-Failure
Inc-Incomplete

14. Behavior (Good, Average, Below Average)

Overall Rating	_____
Courtesy	_____
Work Habits	_____
Cooperation	_____
Self Control	_____
Personal Appearance	_____

15. Immunizations and Tests Received

	CHECK	DATE
a. Smallpox		
b. Diphtheria		
c. Polio		
d. Whooping Cough		
e. Tetanus		
f. Tuberculin Test		
g. Others		

16. Name of Basic Textbooks, Pub. Co., and Grade

a. Reading _____

b. Arithmetic _____

c. Language _____

17. Special Interests _____

18. Available Test Results

	Name of Test	DATE
a. IQ _____		
b. Achievement Tests		
Reading		
Arithmetic		
Language		

19. Special Talents _____

20. Special Problems _____

21. Comments _____

_____
Signature of Principal or Teacher

Form H - Side 2

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INSTRUCTIONS TO TEACHERS FOR COMPLETING RECORDS

THE FOLLOWING DIRECTIONS TO TEACHERS for completing pupil records apply to all the record forms presented in this bulletin.

1. It is not necessary to fill out every space in the card for every child because the experiences of migrant children vary greatly.

2. Special entries may be made if the teacher has significant information which will aid in understanding the pupil or in improving his educational program.

3. Personal information not requested in the forms may be attached to the cumulative record and sent to the receiving school upon request.

4. Typing or ink should be used on the Pupil's Portable Record, the cumulative record, and the summer school record. Black ink is best for reproduction purposes. Pencils may be used on the enrollment forms.

5. If additional space is needed, use extra sheets of paper numbered to correspond with the lines or columns on the record forms.

6. Name of Pupil: Enter the last name first, then the first name, followed by the middle name or initial. If the last name is not the legal name, write the legal name in parentheses above the last name. Underline the name by which the pupil prefers to be called.

7. Dates: Use numbers for writing dates by month, day, and year, such as 8/31/64.

8. Proof of Age: Some States require proof of age for entrance into the kindergarten or first grade - "the type of evidence by which the pupil's birth date is verified, e.g., birth certificate,

parent's affidavit, hospital certificate, age certificate, entry in family Bible, baptismal certificate, passport, and previously verified school record."[5]

9. Place of Birth: "The local governmental unit and State in which the pupil was born, or the country if not born in the United States."[6]

10. Name of Male Parent: The last name, first name, and middle name or initial of the pupil's father... "If applicable, an entry such as 'no information available,' 'deceased,' or 'none' may be substituted for this name."[7] If he has additional names, some of these may be included, but underline the name by which he is generally known.

11. Name of Female Parent: The married name, first name, and maiden name of the pupil's mother..."If applicable, an entry such as 'no information available,' 'deceased,' or 'none' may be substituted for this name."[8] Indicate person with whom pupil is living (father, mother, both, other).

12. Interests of Pupil: Special interests and abilities of pupil, such as art, music, athletics, manual arts, vocational subjects.

13. Remarks by Teacher: Comments about the personal adjustment of the child, such as health or emotional problems.

14. Pupil's Address: Name of the town (or county) and State where pupil is now living, the home base or permanent address, and the name of each town (or county) and State where pupil lived while attending school. The name of the labor camp where the family resides may also be helpful.

15. Name and Address of Each School Attended: Name of the town (or county) and State where pupil attended school; underline the address of the home-base school.

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[5] John F. Putnam and George G. Tankard, Jr. Pupil Accounting for Local and State School Systems. U.S. Department of Health, Education, and Welfare, Office of Education. Washington: U.S. Government Printing Office, 1964, p. 28.

[6] Ibid., p. 29.

[7] Adapted from Pupil Accounting for Local and State School Systems, ibid., p. 30.

[8] Ibid., p. 30-31.

16. Grade Placement: In the grade placement column, indicate by number the grade in which the pupil is actually placed during his attendance at a school even though he may not be working at that grade level. Identify by designation, such as K (Kindergarten), Grades 1 through 8, UP (Ungraded Primary), UI (Ungraded Intermediate Elementary), UU (Ungraded Upper Elementary).

17. Reading Level: Identify the grade level, as in the previous item, at which the pupil is able to read satisfactorily in English, or the reading materials generally assigned to pupils at that grade level. (A pupil may be placed in grade six but is able to read only at the fourth-grade level.)

18. Name and Address of Crew Leader: Name and address of the contractor or crew leader in charge of the labor crew to which the pupil's parents belong.

19. Standardized Tests and Inventories: "Complete information for each standardized test, subtest, and inventory taken by the pupil, including the date of administration, the name of the test, the publisher and copyright date, the level (e.g., primary, elementary, secondary, or adult), the form (e.g., A, B, C; or Am, Bm; or 1A, 2A; etc.), the pupil's test score, the type of score (e.g., raw score or scaled score), the norm group (e.g., national, regional, State, local city, or local school), and the kind of norm (e.g., percentile, stanine, age-equivalent, or grade-equivalent)." [9]

20. Marks in Subjects: Record the marks earned by the pupil while attending your school, using the standard letters from A (superior) to F (failure) or Inc. (incomplete). These marks should represent the degree of performance achieved by the pupil in terms of grade placement.

21. Behavior: Record the pupil's behavior in reference to the items listed in item 14 of the Summer School Record (Form G) and according to the scale of good, average, or below average.

22. Pupil's Number: If the pupil has been issued an identification number (social security or other number), record the number and explain its purpose.

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[9] Ibid., p. 36-37.

GPO 892-954